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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Speaking Ability

When a student learns English language, it cannot be easily mastered without learning speaking skill. To get the ability in speaking, it is not as simple as learning other skills in English. It takes a long period and needs consistency to practice it. Speaking is dealing with many things, it is thinking of what someone wishes to say, choosing the right word from vocabulary, putting the words in the proper grammatical framework, communicating the feeling, and so on. According to Donn Byrne (1979, p. 8), oral communication is a two-way process between speaker and listener or listeners and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding).

According to Littlewood, (1981, p. 70,) speaking can perform in helping develop communicative ability. It firstly opens up a rich stimulus for communicative interaction, namely the varied experiences, interest, and opinion of the learners. Secondly, It provides a context for a wide range of communicative function and domain of meaning learners must practice the skill required for managing longer session of social interaction such as introducing a new topic, turn taking or sustaining the conversation through difficult periods.

Thirdly, it provides learners with opportunities to express their own personality and experience through the foreign language. It also gives then



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valuable experience in using the language as means of handling their own social relationship. Referring to the explanation above, it can be pointed out that speaking is an essential skill to achieve the success in doing communication.

Speaking is the productive skill. It could not be separated from listening. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. When someone speaks to other person, there will be a Relationship. The relationship itself is communication. In addition, speaking determining which logical linguistic psychological physical rules should be applied in a given communicate situation.

It means that the main objective of speaking is for communication. in order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate , he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle based on his speaking either in general or in individual .Based on the statements above the researcher infers that if someone speaks, he/she should understand what he/she talksabout.

a. Types of Speaking

Brown has stated five types of speaking, First, imitative. Imitative is at the end of continuum types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. Second, Intensive, means that type of speaking frequently employing assessment context is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrase, lexical or phonological relationship (such as prosodic elements into ration, stress, rhythm, or juncture). Third, responsive, which is assessment task includes interaction and test comprehension but at somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments, and so forth.

Then, interactive. The differences between responsive and interactive speaking are in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. And the last is extensive. Extensive oral production task includes speeches, oral production, and storytelling during which the opportunity for oral interaction to listener is either highly limited (perhaps to non-verbal responses) or ruled out altogether.

In junior high school, students are expected to master the intensive and responsive types. Intensive includes directed response tasks, reading aloud, sentence and dialogue completion, limited picture cued tasks including simple sequences and translation up to the simple sentence level. While, responsive includes students' interaction and they just speak short conversations standard.

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b. The Component of Speaking

There are some components are generally organized in analysis of the speech process, there are five components of speaking ability. Then he adds, to measure components theoretically, it must be have typical scale where each component has a set of qualities (level) to be rated and a series of possible rating.

Harris describes the rating as follows:

First, pronunciation; it is the way a certain sound or sounds are produced, (Longman, 1992). To make communication is accepted by the interlocutor, it is better to pronounce or produce the words clearly, because the pronunciation affects the interlocutor understanding in receiving the meaning of messages. To get good pronunciation the speaker should be able to produce vowel and consonant letter well. According to Richard, et al (1992 p. 296), "pronunciation is the way a certain sound or sounds are produced". To make communication is accepted by our listeners, it is better to pronounce the words clearly, especially with the words that has most similar pronunciation such as head (hed), and hate (heit), and the word has similar formation such 'read' in the regular (pronounce by ri:d) and in the regular.

Second, Grammar; it is one of the language components. Grammar means the ability to use sentences in general and structural use. By using the correct grammar the listener will know when the action happens, where the action takes place, who the audiences, who the speakers, etc. Although for the beginners did not force to speak by the correct grammar. Using the correct grammar makes

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- Then, fluency; Speaking is an activity of reproducing words orally. It indicates that there is a process exchanging ideas between speaker and listener. According to Hornby (1974 p.427), fluency is able to speak or write a language or perform an action smoothly or expressed in a smooth and accurate way. In speaking, someone needs to speak fluently in order to make someone easy to understand what he or she said. To speed up conversation between the speaker and the listener is important, because the pause and hesitation in speaking can disturb the process of communication. The last component of speaking is Comprehension. Comprehension is an understanding (Swan, 1996). It indicates that in comprehension the speakers and the listeners have to understand what the intended meaning of the speaker means when he/she says something.

c. Testing Speaking

There might be some consideration of administering the test, Cyril J. Weir (1990, p. 95) explained the ways to test the students' speaking ability. For the first is verbal essay. It means the candidate or student is asked to speak for three minutes on either one or more specified general topics. The candidate has to speak at length which enables a wide range of criteria including fluency to be applied to the output. The second one is oral presentation, where the candidate is expected to give a short talk on topic, in which he or she has either been asked to prepare before, and or has been informed shortly before test. This is different from the "spoken essay" described above so far the candidate is allowed to prepare for the task.

The third is free interview. In this type of interview, the conversation is unfolds in an unstructured fashion and no set of procedures has laid down in advance. Then, information transfer. In this type, Question on a single picture, the examiner asks the candidate a number of questions about a content of a picture, to which he had time to study. The questions may be extended to embrace the thoughts and attitudes of people in the picture and to discuss future development arising out of depicted. The last is Interaction task (Information gap student-student. In this task, student normally works in pairs and each is just given a part of the information necessary for the complete the task by getting missed information from each other.

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2. Students' Speaking Ability

Many definitions about speaking have been proposed by language theorists. Harmer (2001) defined speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time for detailed planning. Therefore, the fluency is required to reach the goal of the conversation.

Attempting to elaborate more on the interactive nature of speaking, Burns and Joyce (1997) defined speaking ability as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, open ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations can be identified.

Branca (1964, p.492) said that ability is a present state of being able to make certain responses to do that thing right now. Ability is a present power to do something. In addition, Woodworth and Marpus (1957) in Suharto (1988, p.58) argue that ability has also three distinct meanings; those are achievement (actual ability and can be measured directly by the use of the test, capacity (potential ability and can be inferred directly from the unequal achievement of individuals

who have equally intensive training and experience), and aptitude (the predictable and can be measured by specially device test).

Actually, people in the world have speaking ability because speaking is an activity that someone always do in every time to communicate with other people and to make a good relationship in society. Tarigan (1981, p.15) said that the main point of speaking is for communicating, So, it is must be convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand with what they are talking about.

Cameron (2001, p. 115) stated that it is also important to organize the discourse so that the interlocutor understands what the speaker says. Speaking is important for language learners because speaking is the first form of communication. These are expected to be able to speak English accurately, fluently, and acceptably in the daily life. It needs a lot of practice to be able to speak fluently in a foreign language. According to Pinter (2006, p.55), speaking starts with practicing and drilling set phrases and repeating models. It also means communicating with others in situations where spontaneous contributions are required. So, fluent speakers have to learn not only language but also what the appropriate things are to say in certain situation. It is difficult and lengthy process to master all sub skills.

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All of those elements need to be mastered by the students. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners. It is expected to be understood by other people who use a foreign language; everyone needs to pay attention to precise details of language, need to find the most appropriate word and also the correct grammar to convey meaning precisely and accurately.

3. Factors Influence Students' Speaking Ability

Khamkhien (2010, p. 220)) proposed some factors that influence the learners' speaking ability including native language, age, experience in learning English, phonetic ability, attitude, and motivation. When it comes to native language, the learner usually speaks the way he does in his own language. Also, Khamkhien said that the more practice, the easier it is to speak and formulate ideas in English. Since language learning is made successful out of habit, it is important to notice that those who have learned English for a certain length of time, conform faster and better to delivering ideas although some mistakes can generally still be found. Then, phonetic ability matters. Some learners with better phonetic ability can perform better listening which can lead to more success in speaking.

To solve the problem of speaking English, the student must understand the importance of English as a foreign language. They also need to be motivated in order to avoid shyness and fear of speaking English in public. Once they feel confident, the knowledge of English given by the teacher can be absorbed and practiced well in real communications such as telephone conversations, obtaining information or expressing an opinion. Furthermore, the teacher needs to create

classroom speaking activities that will develop communicative competence by applying appropriate strategies.

4. The Nature of Vocabulary Knowledge

Vocabulary cannot be separated from language skills because it plays an important role in understanding the language holistically. Hornby (1995, p.133) said that vocabulary is a list of words with their meanings. It is the core of language. According to Hatch and Brown (1995, p.1), the term vocabulary refers to a list or set of words for a particular language or a list or a set of words that individual speaker of language might use.

Vocabulary means a large collection of items. Learning vocabulary is important because it enriches someone's knowledge of words. Lehr, Osborn, and Hiebert (in Kamil and Hiebert, 2005, pp.2-3) defined vocabulary as knowledge of words and word meaning in both oral and written language and in productive and receptive forms. More specifically, they use vocabulary to refer to "the kind of word that students must know to read increasingly demanding text with comprehension". Nunan (1999) said that vocabulary is more than lists of target language words. Vocabulary is part of the language system.

For producing a language, people need some vocabularies. Vocabulary is a list of words usually in alphabetical order and with explanation of their meaning, less complete than a dictionary (Neufield, 1988, p. 159). Considering the discussion above, it can be concluded that vocabulary is the basic of communication that is needed by people to understand the meaning of words and helps them to express the ideas precisely. It can be inferred that because language

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- Depth of knowledge is a network of links between words. It is about how they associate and interact with each other, and may be restricted in use according to register and context. This would include, for example, how words collocate, form idioms and can have multiple possible meanings. Depth is generally used to refer to a wide variety of word characteristics, including the shades of meaning a word may carry, its connotations and collocations, the phrases and patterns of use it is likely to be found in, and the associations the word creates in the mind of the user. All of these imply that a word will be linked to other words and ideas in the

lexicon and, provided these links are correct and appropriate, to enable learners to use their chosen words appropriately and well.

In addition, three dimensions of learners' vocabulary knowledge seem to be significant. Brown stated these dimensions are the ability to understand a words meaning, the ability to produce it in an elicitation task and the ability to use it in a free uncontrolled production. In this research, students vocabulary knowledge refers to students' ability to recognize, understand and use the total amount word (vocabulary) presented in vocabulary test. Instead, the construction of vocabulary knowledge in a broader perspective by combining form (pronunciation, spelling and the words), meaning (structure or meaning of words, ideas and preferences, a combination of words) and use (syntax, collocation, constraints in use).

a. The Elements of Vocabulary knowledge

The most complete descriptions of word knowledge, Nation (1990 p. 30) explained the nine aspects of vocabulary knowledge as follows:

- 1) Knowledge of the spoken form of a word
- 2) Knowledge of the written form of a word
- 3) Knowledge of the parts in a word which have meaning
- 4) Knowledge of the link between a particular form and a meaning
- 5) Knowledge of the concepts a word may possess and the items it can refer to.
- 6) Knowledge of the vocabulary that is associated with a word
- 7) Knowledge of a word's grammatical functions

- 8) Knowledge of a word's collocations
- 9) Knowledge of a word's register and frequency

b. The Importance of Vocabulary Knowledge

The knowledge of word meanings and the ability to access that knowledge efficiently are recognized as important factors in reading and listening comprehension, speaking and writing fluency. Nation (2001, p. 56) declared that size or breadth of vocabulary knowledge is the number of words that language learners know. Vocabulary breadth defines as the number of words a learner is familiar with at least on a surface. Vocabulary knowledge depth refers to the deepness of learner's repertoire of words (Qian and Schedl, 2004). Thus, vocabulary knowledge helps students with language comprehension. Like Widdowson and McKeown (2002, p. 80) argued that vocabulary knowledge is the heart of a language comprehension and use.

This is to say that the comprehension of a language depends on the amount of words that are known in that language. Besides, Saville- Troike, found that vocabulary knowledge was a predictor of academic achievement of non-native-English-speaking children, aged 6 to 12 years old, mainstreamed in English medium classes. So, having students with a large amount of vocabulary knowledge is essential to language comprehension.

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c. Students' Vocabulary Knowledge

Students' vocabulary knowledge is their knowing of a word which not only implies a definition, but also implies how that word fits into the world, (Stahl, 2005 p. 40). Vocabulary knowledge is not something that can be fully mastered; it is something that expands and deepens over the course of a lifetime. In learning English language, lexis or vocabulary is recognized as a vital factor for English Second Language or English Foreign Language literary development (Coxhead, 2006; Horst et al., 2005; Lee & Munice, 2006). The second language learners' lexical knowledge may determine the quality of their listening, speaking, reading, and writing performances.

For producing a language, students need some vocabularies. Vocabulary is a list of words usually in alphabetical order and with explanation of their meaning, less complete than a dictionary (Neufield, 1988, p. 159). Considering the discussion above, it can be concluded that vocabulary is the basic of communication that is needed by people to understand the meaning of words and helps them to express the ideas precisely. It can be inferred that because language consists of words, to be able to use the language approximately, students should mastered the words of the language. Having a large number of words, will be able to express their ideas or ask information and to participate in the conversation.

5. The Correlation between Students' Vocabulary Knowledge and Their Speaking Ability

Speaking is an area that has been least investigated in terms of the possible contribution of lexical knowledge to it. Again, and especially in speaking, it is

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logical to say that if English Second Language learners do not have the necessary amount of vocabulary to convey their intended message, they simply will not be able to do so, or the message will be severely distorted. As Folse (2008, p.3) puts it “Even though insufficient grammar won’t block comprehension, insufficient vocabulary will certainly do so”.

According to Koizumi & In’nami (2013, p.2), vocabulary holds a central position in formulating an utterance with the appropriate meanings. While Nunan, (1991 p.117) said the acquisition of an adequate vocabulary is essential for successful second language use because without an extensively vocabulary learners will be unable to use the structures.

Oyaet *al.*, (2009, p. 55), carried out a research examining the influence of language contact and vocabulary knowledge on the speaking performance of Japanese students of English. They found that vocabulary knowledge correlated with fluency, accuracy, complexity and global impression aspects of speaking performance. Time spent on the followings were also found to correlate positively with various aspects of speaking performance.

Students who have limited vocabularies have difficulties in comprehending text, moreover in speaking. So before speaking activity, the most important thing to be mastered is as many as vocabularies. The most important point of spoken language is the special nature of spoken grammar and spoken vocabulary. The more vocabulary learners have, the better and more fluently they can speak. Understanding the vocabulary knowledge and its development process

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contributes to the understanding of how the second language learners process and produce the language (Zhong,2000 p. 3).

B. Relevant Research

According to Syafi'i (2007, p. 94), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to research itself. The writer has to analyze what point that focused on, inform the design, findings and conclusions of the previous researchers.

The first research belongs to Leila Anjomshoa (2014). In her research, she focuses on *The Effect of Vocabulary Knowledge on Reading Comprehension of Iranian EFL Learners in Kerman Azad University*. Her research design was a correlation research. In her research conclusion, it tends to investigate the effect of vocabulary knowledge on EFL learners' reading comprehension performance. The data was collected by questionnaire from 81 Iranian EFL undergraduate students of English. The results of Pearson Correlation analyses showed a significant positive relationship between vocabulary knowledge and reading comprehension. The findings suggest that giving awareness of vocabulary knowledge to the students along with making them conscious of their ability gives them a broader sense of the depth of reading comprehension texts and improves their reading ability.

The second research is from James Milton, (*Measuring the Contribution of Vocabulary Knowledge to Proficiency in the Four Skills*). He found that the importance of vocabulary knowledge was being able to understand and communicate in a foreign language. His research also showed a moderate to

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strong relationship between vocabulary measures and the ability to read, write, listen, and it seems also speak, in the foreign language. Especially in speaking, the more words a learner knows, the more they are likely to know about them, and the better they are likely to perform whatever the skill.

C. Operational Concept

Operational concept is the concept used to clarify the theories used in the research. Syafi'i (2007 p. 122) explained that all related theoretical frameworks can be operated in operational concept. It means that operational concept is the concept used to give an explanation about theoretical framework and elaborated in order to avoid misunderstanding in this research. Then, it should be interpreted into particular words in order to be easy to measure and give a clear description of the variables. In this research there are two variables. The first is Vocabulary knowledge as variable X and the second is Speaking ability as variable Y.

Indicators of Vocabulary Knowledge (Variable X).

Nation (1990, p.30) explained the nine indicators of vocabulary knowledge as follows:

1. Knowledge of the spoken form of a word
2. Knowledge of the written form of a word
3. Knowledge of the parts in a word which have meaning
4. Knowledge of the link between a particular form and a meaning
5. Knowledge of the concepts a word may possess and the items it can refer to.
6. Knowledge of the vocabulary that is associated with a word

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7. Knowledge of a word's grammatical functions
8. Knowledge of a word's collocations
9. Knowledge of a word's register and frequency

Indicators of Speaking ability (Variable Y)

1. The students produce acceptable pronunciation
2. The students use correct grammar in speaking.
3. The students use proper words or vocabularies
4. The students produce speech fluency
5. The students express the comprehensible ideas

B. Assumption and hypothesis

1. Assumption

Based on the review of some research findings above, the researcher makes an assumption that the better students' vocabulary knowledge, the students' speaking ability will be better.

2. Hypothesis

H₀ : There is no correlation between students' vocabulary knowledge and their speaking ability at the eighth grade of Junior High School IT Madani Pekanbaru.

H_a : There is a correlation between students' vocabulary knowledge and their speaking ability at the eighth grade students of Junior High School IT Madani Pekanbaru.